DIALOGUE SOCIAL SCIENCE REVIEW

Investigating the Role of English in Multilingual Society: A Case Study of District Kohat

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Abstract
The current paper explores the position of English in the multilingual setting of Kohat city in Khyber Pakhtunkhwa, Pakistan where the most widely spoken local languages are Pashto and Hindko. More recently, English has come to represent education, social and career success hence producing a linguistic environment, which encourages mastery of English. This research seeks to assess the effects of English on education, employment, and language usage in Kohat; and the sociocultural effects of this change. This research design using surveys, interviews, and participant observation investigates how English mediates with regional languages and the difficulties faced by speakers of Pashto and Hindko in managing this bilingual context. The study demonstrates that fluency in English promotes academics performance and better and chances for better jobs but also creates barriers that limit participants who have poor English translation. Also, the role of conflict between English and local languages is discussed with regards to the identity and the future of regional languages in Kohat. Thus, this study provides an understanding of the phenomenon of language in Pakistan and proposes directions on the development of language diversity for educational policies.
Keywords: English, second language acquisition, Pashto, Hindko, Kohat, social class, language change, education, job prospects, language affiliation.

Introduction
Today, in the age of globalization and intercultural adaptation, English is serving a role of a lingua-franca for traveling, trade and education. In the words of Edward Finnegan "English has a wider dispersion than any other language, making it the most widely spoken language in the world." (Finnegan, 1989). English as a common language for communication, lingua franca, is typically used among the people who do not share a common language. Learning English has become imperative for those who want to achieve academic and professional success. (Spolsky, 2004 and Gul et al., 2022(a)). Furthermore, it is significant to take into account the role of English and multilingualism because of the immense

infiltration of people sharing diverse linguistic backgrounds in the form of migration because of multiple reasons which include escaping wars, oppression, quest for better life etc. In this case, the linguistic choice they make or aspire for, will have greater influence over the prevailing trends in the research domain of multilingualism and the spread of English across the globe. Further, the patterns of migration and the choice of English will help researchers to device a multilingual education policy that may accommodate the linguistic needs of all the stake holders involved.

Looking at the widespread position of English across the globe today, Spolsky (2004), points out that English does not spread because of the successful implementation of the linguistic policies of its native countries. If it had been the case, it would have been a role model for successful management of language teaching and many other countries would have followed it. Rather, the most likely possible assumption is that English owe its current influential position to other deliberately constructed "economic, technological, political, social and religious" factors (Spolsky, 2004). While the Statista Research Department stated in 2019 that world's most spoken language is English, whether it is spoken by natives or second language speakers. (Statista Research Department, Nov 27, 2020), Non-native English speakers outnumber native English speakers worldwide. (Leppänen & Peuronen, 2012). Therefore, this language is present everywhere: in social media, in advertisements, at schools, at work, etc. Most academic institutions have made learning English a mandatory subject because it has become such an important language. Given that young individuals establish their personal and social identity during their teenage years, one may question the impact of English learning has from a social perspective, on the creation and advancement of their multilingual identity, and from a linguistic point of view, the formation of their personal repertoire.

Language plays a central role in shaping both individual identity and societal dynamics. In multilingual societies, the interplay of various languages reflects complex social, cultural, and economic forces. Pakistan, a linguistically diverse country, is home to over 70 languages, with Urdu as the national language, English as the official language, and a host of regional languages such as Pashto, Punjabi, Sindhi, and Balochi (Shah, 2020). In regions like Kohat, located in the Khyber Pakhtunkhwa province, the local languages of Pashto and Hindko are predominant, while English continues to grow in importance as a tool of education, social mobility, and economic advancement (Nasir & Sami, 2020 and Hassan et al., 2023).

Historically, English has served as a symbol of prestige and elitism in Pakistan, positioning itself as the language of the educated elite, academia, and the upper class (Mahboob & Dhanani, 2016). This has greatly enhanced the dominance of English in the formal sectors, the British colonization has played a major role in the formalization of English in domains as government administration, law, business, and higher learning institutions (Haider, 2021). As eloquently pointed out by Fishman (1991), a positive aspect of English in global communication and access to knowledge has resulted in either ignoring local languages or creating social classes based on mastery of English.

In Kohat, as in other parts of Pakistan, English proficiency is increasingly seen as a key factor in determining social and economic mobility, particularly for those

seeking higher education and employment in competitive fields (Tariq & Ahmed, 2020). This context presents a unique situation for speakers of regional languages like Pashto and Hindko, who may face challenges in accessing English-language education and the opportunities associated with it (Yasmin, 2021). The growing importance of English has implications for the future of Kohat's local languages, potentially contributing to a shift in linguistic practices among younger generations.

Statement of the Problem

While looking at most of the communities the researcher found that more than one language is spoken, which means that people of that community are multilinguals. Now the main issue with multilingual society is that more than one language becomes very much dominant over others which may result in many possibilities and sometimes both these languages are blessed with some new words which are created by the speakers of that very multilingual society. Many such studies are carried out in different multilingual societies but researcher`s concern here is specifically Pakistani context and to find out what role English plays in a multilingual society like Pakistan. This study aims to explore the role of English in Kohat's multilingual context, examining how English influences educational attainment, social mobility, and linguistic practices. Despite the increasing prevalence of English in educational and professional spheres, little research has focused specifically on the socio-linguistic dynamics of Kohat, a region where local languages such as Pashto and Hindko hold significant cultural value. The question arises as to how English functions alongside these languages, and what impact it has on the local community's linguistic identity and social structure.

Understanding these dynamics is crucial in a context where multilingualism is not only a practical necessity but also a marker of social status. The findings of this study will provide insights into the role of English in shaping the educational, social, and cultural landscapes of Kohat.

Significance of the Study

The Multilingual Society is essentially formed due to the need to communicate among speakers of two languages and across speech communities. Sensitivity towards cultural awareness can be enhanced by multilingualism. Speaking different languages makes a person more comfortable to engage in a conversation with other cultures and enables you to converse directly with individuals from diverse countries and backgrounds, enhancing your intercultural communication abilities. With this study we can find possible outcomes of multilingual society that either it is good for a community in all means including education or is it inadequate for us. According to (Leppänen & Peuronen, 2012 and Gul et al., 2022(d)), English is connected to a sociolinguistic change because it has an effect on the repertoire of mostly young people, as well as on social and cultural aspects, as it has an impact on the development of their identity. English is vital in Pakistan's diverse linguistic landscape, acting as a connecting medium for communication, education, commerce, and cultural interchange, all the while existing alongside native languages and fostering linguistic diversity and social cohesion.

Rationale of the Research

This use of more than two languages is known as multilingualism and the person who is speaking more than two languages is known as multilingual person and community using more than two languages is known as multilingual community. English can be utilized as a lingua franca to communicate with people who speak different languages, in addition to their primary languages, they switch codes, as the researcher mentioned earlier, that people are using words of English in their local languages. There are so many reasons of conducting this study in Pakistan and one of the most important reasons is to find out that what is the effect of English on the local languages spoken in Pakistan such as Urdu, Hindko, Pushto, Punjabi etc. This study will help us find the answer to the debate going on that, is use of English good for our native languages as some new words are forming or is it bad for our native language as people are focusing more on second language such as English in Pakistani context and it results in less speakers of native language. Kohat is a city in the Khyber Pakhtunkhwa province of Pakistan, characterized by its linguistic diversity. The primary languages spoken in the region are Pashto, the official language of the province, and Hindko, which is widely spoken by various communities in Kohat. These local languages hold significant cultural and social value, but English is gaining increasing importance due to its association with higher education, professional success, and modernity (Nasir & Sami, 2020).

Research Questions

1. What is the impact of English language on communication across local languages (Urdu, Hindko and Pushto) spoken in multilingual society of Kohat?
2. What is the role of English in the provision of new lexical items to Urdu, Hindko and Pushto in the context of multilingual society of Kohat?

Research Objectives

To investigate the impact of English language on local languages (Urdu, Hindko, Pushto) in the context Kohat multilingual setting
To investigate the role of English language in the provision of new lexicon to local languages, i.e. Urdu, Hindko, Pushto in multilingual society of Kohat.

Literature Review
English Language Use in Multilingual Contexts

English in multilingual societies has attracted a lot of research with special focus on education, social mobility and cultural identity. In multilingual societies, English over time has become a prestigious language or even a medium of communication among different language communities (Crystal, 2003). In Pakistani context where apart from Urdu many other regional languages are spoken English has positioned itself as a means to connect with global knowledge and employment, and education opportunities (Hussain & Khan, 2016 and Gul et al., 2022(c)). Essential to teaching has been placed as a tool for providing education in an educational setting particularly in the context of countries like Pakistan, for social mobility has been associated with English language learning (Tariq & Ahmed, 2020). This is particularly so due the importance of English medium education in determining one's socio-economic life chances such as in

Kohat (Rashid, 2018, p.109).

English is not only learned in academic institutions but also in workplaces and other sectors such as health care and business and the technological sector thus putting into perspective as influential to social and economic development (Naseem, 2021). English has been variably adopted in many societies where multiple languages are spoken and researched mostly on education, social mobility and cultural belongingness. English is used in such settings as a first, second or foreign language, and in many cases the language is used as a power or official language, or as a medium of communication for people from different linguistic backgrounds (Crystal, 2003). However, although English connects people of different cultures and provides understanding of foreign information, its use on the English language globalizing perspective deepens differentiating by language, especially in postcolonial states where local languages can be excluded (Canagarajah, 2005). This is perhaps evident in Pakistan where there are many regional language as those of Urdu and English. Though it grants its followers employment chances and educational materials, English has been accused of deepening the gap between the English speaking minority and the rest (Rahman, 2002).

In Pakistan, English is important in the education system most especially in the areas such as Kohat whereby mastery of English education system can greatly enhance or demerit people's socio-economic destiny (Rashid, 2018). However, the dominance of English in our education systems has threats to local languages and local cultures. According to Hussain and Khan (2016) English language is viewed as a means of climbing the social ladder, but for the rural or low income learners they have poor access to good English language education. This element reproduces the existing socio-economic inequity situation in which only the elite class or residents of urban areas can effectively leverage on English education (Tariq & Ahmed, 2020). Furthermore, in spheres of study like health, economy, and computer science, along with English language prevalence further serves as an indicator of their role in construction of social and economic realities (Naseem, 2021). Among numerous aspect of mutual influence in a multilingual society, the impact of translations is also a worth noting phenomenon as has been thoroughly discussed by Ishtiaq et.al. (2022). In addition to this, users in a multilingual society face significant issues with the perceived standard and prestige attached to standard British and standard American English respectively by different speakers for different reasons (Ali et.al., 2020). There is plethora of other aspects that users in a multilingual society are prone to be affected one or other way discussed by various authors (Ali et.al., 2019, 2021) etc. in various contexts.

On one hand, it raises chances for Pakistan to enter international markets and industries; on the other – isolates those who do not speak English, especially in rural areas. This focus on English ensures that in professional and education contexts, regional languages will not be effective media of instruction and communication eradicating opportunities to diversify professionalism linguistically. The opponents of the Anglophone approach state that reduction of success and progress to the ability to speak English erases the potential positive value of Pakistan's multilingualism. Many young people who are receiving education through English medium schools tend to lose their cultural and

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historical importance of their regional language education, as mentioned by Rahman (2002) and (Ali et al., 2022)

Being aware of pragmatic advantages of English in terms of the access to the world knowledge ad job opportunities, it is imperative to address the issue of the lack of support for Local languages as the media of educational and occupational instruction. In other words, on the one hand, English is central to educational literacy and social and economic opportunities in multilingual communities such to Pakistan; on the other, it represents threats to multilingualism and equality. Government and other authorities must perform a-cost analysis of how the advancement of English in learning institutions and other professional areas is commensurate with the protection of local languages, so that language policies are not a way of reinforcing discrimination but inclusion.

Code-Switching and Multilingualism

Interlanguage or the systematic use of two or more languages in a social interaction is rife especially within multilingual societies (Gumperz, 1982). However, code switching between English and Urdu is a normal practice in Pakistan, and more so in the urban area of Pakistan including the area of the current study i.e. Kohat where Pashto and/or Hindko may also be used interchangeably with English and/or Urdu. Code-switching is not only interpersonal as well as intrapersonal but also an identity work. In this perspective, it helps the speakers to express aspects of identity, common membership and epistemological claims in several domains (Rampton 1995 and Gul et al., 2024).

Auer (1999) has provided some data that show that code-switching is affected by the speaker's proficiency in the languages involved and by the social situation, the recipient's expectations or other variables. Similarly in Pakistan code switching between English and other local languages is identified as status differentiation, whereas English language is viewed as a symbol of education and better employment opportunity, while other regional languages are seen as marking the regional and cultural identity of the user (Shah, 2020).

In this regard, the above mentioned phenomenon may be even more acute in the context of Kohat because English is assigned a special social function in educational and professional contexts. Another characteristic of multilingual societies that Gumperz (1982) notes is the use of two or more languages in an intermittent fashion in a conversation. In fact, it is a multifaceted sign which is both a semantic and a pragmatic sign. For instance, in the context of Pakistan majorly the urban contexts such as Kohat, people code switch between English, Urdu and other regional languages like Pashto and Hindko (Yasmin, 2021). While it may be viewed as one of the communicative activities which assists the speakers function within and across several linguistic settings, it can also be viewed as one of the largest cultural and social practices.

Code-switching enables the speakers to convey identity, membership and specialization in a variety of social settings which to a certain extent mirror relations of power, class, and culture (Rampton 1995). Linguistically, Auer has commented that code switching is relative with the right language mastery of a person and the social context and company. In Pakistan, this phenomenon is more observable in professional and educational context where English is arking

synchrony with social class and change, while Local language bears culture and locality (Shah, 2020 and Gul et al., 2023(a)). Thus, code switching emerges as a marker of difference, or the marker of the speaker's social class.

EI is connected with education and with resources in the world, while L1 is linked with tradition and regional culture. Such a perception may lead to a hierarchy of languages English being held in high esteem than regional languages which creates anxiety to the general erosion of regional languages and possible linguistic marginalization. Maybe that is why code-switching is especially noticeable in Kohat because the use of English is required at educational institutions and the workplace. Used as a medium of instruction in many schools and universities, the language of business and technology, is a language that is might. In interactions between people who can switch between English and other local languages it is an advantage to be able to handle both local and international business relations (Yasmin, 2021). But this has also its downside in the sense that those who are least endowed with the English language will be at a disadvantage most especially when English is used in formality. This creates a form of language capital whereby English is used as a yard stick in the promotion and participation in social activities (Bourdieu, 1991 and Gul et al., 2022(b)). This technique has attracted criticism since, while mimics flexibility in language, it also shows inequity in language assets. In most of the contexts, code-switching is not a neutral act, but a social act that is colonized by colonialism and later by English only (Rahman, 2002).

As with many other South Asian countries English was brought in by the British and is still accorded a certain status right up to this present day especially in the urban centres and among the higher classes. Hence, the free mixing of English and other regional languages in fact aggravates social divisions. If we classify the students as good and poor in English communication skills, then good communicators in English are likely to gain from education and career opportunities than poor communicators in English. However, while using code switching in the classroom the preference is given to English especially in symbolic interactions, and this enhances language depreciation on local languages over time. As faster and more consistently English is being conferred the role of a language of power and prestige, the younger generations will shift more and more to English at the expense of regional languages and dialects. This is more alarming with reference to language of Pakistan which has different regional languages such as Pashto, Sindhi and Balochi in terms of linguistic culture identity. Rampton (1995: 307) and (Gul et al., 2023(b)) pointed out that while code-switching creates different identities for individuals at the same time, it may also illustrate the relationship between modernization and ethnicity inasmuch as one language is associated with globalization and the other – with a village one.

Thus, analysing the codes shift in multilingual context like Pakistan as a pragmatic activity of language use in practice, the study underlines the connections between the pragmatic activity of code-switching and sociopolitical processes concerning language, authority and subjectivity. In Kohat English is also used along with Urdu and other local languages, and that is why code-switching may serve both the pragmatics-functions and the social-signaling functions. However, it also reinforces the existing linguistic discriminations and

may result in an exclusion of the trending local languages; this suggests the need for more equitable language policies which will promote multilingualism rather than the dominance of one language.

Research Methodology
Research Design

This work employs a qualitative research paradigm as a means of investigating the function of English in a multilingual setting. It concentrates on the use of language and social relations in Kohat, Pakistan. Qualitative approach is suitable for the present research study because it enables the researcher to capture the rich detail of social processes and individual experiences that surround language use in multilingual context (Cohen et al., 2007). Qualitative data collection methods are used in the current study because of the flexibility that the study has in the handling of the respondents as well as the fact that the respondents speak Urdu, Hindko, and Pushto and the study is interested in their experiences with the English language regarding their communication patterns and identity. The proposed research design is therefore qualitative as it facilitates detailed exploration of the socio-linguistic factors regarding the use of English language in Kohat. It is also relevant because it focuses on describing people's experiences, their perceptions, and their behaviours in their context (Creswell, 2014, *Sajjad., 2023 and Gul et al.,2023(a)*).

Analysis of Data
Introduction to Respondents and Context

This section presents the respondents of the study and gives a detailed description of who they are, and how their life experiences shape their use and attitudes towards English in the multilingual context of Kohat. Of particular interest is how their L1, profession, and how often they use English inform their language practices and/or encounters. The respondents are selected randomly and they are part of the major linguistic groups, Pushto speaking, Hindko speaking and Urdu speaking people of Kohat. Their answers allow us to discuss how and to what extent English is involved in their daily practices and how the multilingual reality of Kohat is constructed.

Table 1: Demographic Overview of Interview Respondents

Respondent ID	Native Language	Age	Occupation	Frequency of English Usage	Education Level
R1	Pashto	25	Teacher	High	Bachelor's
R2	Hindko	34	Businessman	Medium	Master's
R3	Urdo	28	Student	High	Master's
R4	Pashto	45	Shopkeeper	Low	High School
R5	Urdu	31	Engineer	medium	Bachelor's

Descriptive Analysis of Respondents

Respondent 1 (R1) Teacher (Pushto, Age 25)
R1 is an educated Pushto speaker, 25 years old and working as a teacher He

reported high frequency of English use given his workplace. In his/her interview as an educator in R1, English is said to be very vital in the teaching and administration processes. In this regard, the respondent describes how English has become an essential aspect of academic life since people use it actively to communicate, learning resources, and assessment procedures. English, therefore, becomes a language of necessity, especially where the medium of instruction is in the English language.

R1's professional background in education means he interacts with English more frequently than his native Pushto, especially in the classroom where English textbooks and pedagogical materials dominate. R1 also mentions that he frequently switches between English and Pushto, particularly when explaining difficult concepts to students whose first language is not English.

Respondent 2 (R2) Businessman (Hindko, Age 34)

R2, a Hindko speaker and businessman, uses English at a medium frequency level, mostly in professional and business-related contexts. His interactions with English are limited to formal meetings, written communication such as emails, and business deals with clients who prefer English. Despite this, Hindko remains the dominant language in informal interactions, particularly within the local business community.

R2 perceives English as a necessary tool for modern business but notes that it is not critical for his day-to-day operations within Kohat, where local languages are still the preferred medium of communication. His experience shows that while English facilitates certain business functions, it does not replace the importance of local languages in maintaining cultural and personal connections.

Respondent 3 (R3) Student (Urdu, Age 28)

R3 is a 28-year-old Urdu-speaking student pursuing a Master's degree, with a high frequency of English usage. R3's academic environment is dominated by English, with lectures, textbooks, and exams predominantly conducted in English. The respondent reports that English is essential for academic success and career advancement, and the ability to use English proficiently is seen as a marker of social status among peers.

R3 frequently engages in code-switching between Urdu and English, especially when discussing academic topics or when interacting with professors and fellow students. This respondent reflects the younger generation's increasing reliance on English for educational and social mobility, often at the expense of fluency in their native language.

Respondent 4 (R4) Shopkeeper (Pushto, Age 45)

This respondent epitomizes the current trends among the youths where to access education and other key opportunities they have to master English neglecting the Barth's language. Respondent 4 (R4) Shopkeeper (Pushto, Age 45) R4 reported using English very limited, mostly when talking to tourists, or in reading simple English writing. His job does not involve frequent use of English and he says that he feels more relaxed using Pushto with the customers and suppliers.

Experience of R4 shows sthat English is not so essential in rural or informal setting where people use local languages for their working needs. R4 is worried that with growing trend of education and society taking over by English would slowly fade the use of Pushto among the younger generation. He says his children use English more at home than Pushto, a situation that he thinks could not be

good.
Respondent 5 (R5) Engineer (Urdu, Age 31)
R5, an Urdu-speaking engineer, uses English moderately, particularly in technical fields where English terminology is prevalent. As an engineer, R5 reports that most of the technical vocabulary in his field is derived from English, and understanding English is essential for staying updated with technological advancements. However, in personal and informal settings, R5 continues to use Urdu predominantly, reserving English for professional tasks.
R5's experience underscores the role of English as the dominant language in technical and scientific domains. However, his bilingual proficiency allows him to comfortably switch between Urdu and English, depending on the context.

Table 2: Key Responses from Interview Participants

Respondent ID	Impact of English on Local Languages	Role of English in Introducing New Words	Perception of English as a Social Identity Marker
R1	Introduces new vocabulary into Pushto, especially in education and tech fields.	Words like 'assignment' and 'presentation' are common.	English is key to academic success and prestige.
R2	Less impact; Hindko remains dominant in local conversations.	New words primarily in professional settings.	English adds a layer of professionalism but is not crucial in informal settings.
R3	Reshaping Urdu, particularly among youth.	Many English words now part of daily vocabulary.	English is critical for upward mobility in academic and social settings.
R4	Little to no impact in rural areas; Pushto remains strong.	English words rarely adopted, except for basic terms.	English is not seen as necessary for rural life; Pushto dominates.
R5	Essential in technical fields, influences language heavily in engineering.	Technical terms are almost exclusively in English.	English is crucial for career advancement, particularly in technical fields.

The graph is divided into three main areas: high, medium, and low frequency of English usage.

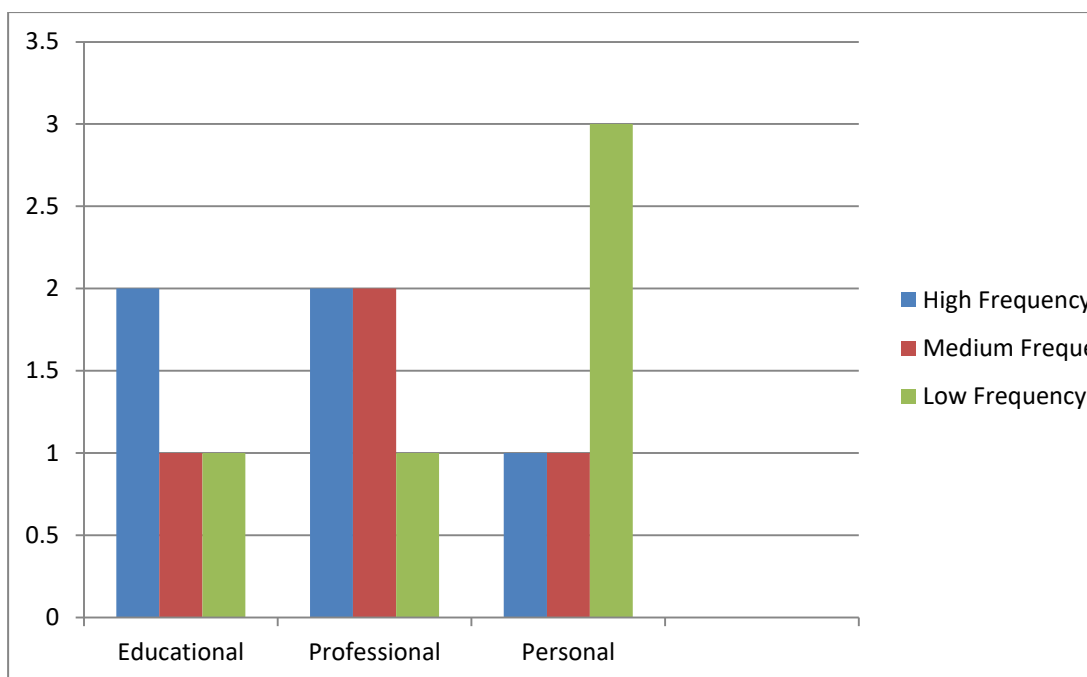## Vol. 2 No. 5 (December) (2024)

Table 3: Contextual Use of English Vocabulary Introduced into Local Languages
This table outlines the types of English words introduced into local languages (Pushto, Hindko, Urdu) by respondents, categorized by context (education, business, technology).

| Context	Example Words Introduced by R1, R3 (Education)	Example Words Introduced by R2, R5 (Business/Technology)	Minimal Use of English Words (R4)
Education	"Assignment", "Presentation", "Exam"	"Manager", "Meeting", "Report"	N/A
Business	"Project", "Curriculum"	"Software", "System", "Technology"	"Shop", "Market"
Technology	"Email", "Download", "Application"	"Server", "Network", "Database"	N/A

Graph 2: Perception of English as a Social Identity Marker
This pie chart illustrates the respondents' perceptions of English as a symbol of social identity and status. The data from interviews is categorized into three main views:
1. English as a vital marker of status,
2. English as a useful but not essential social tool,
3. English as irrelevant to social identity.

Column1

- Vital Marker of Status (R1, R3, R5)
- Useful but not Essential (R2)
- Irrelevant to Social Identity (R4)
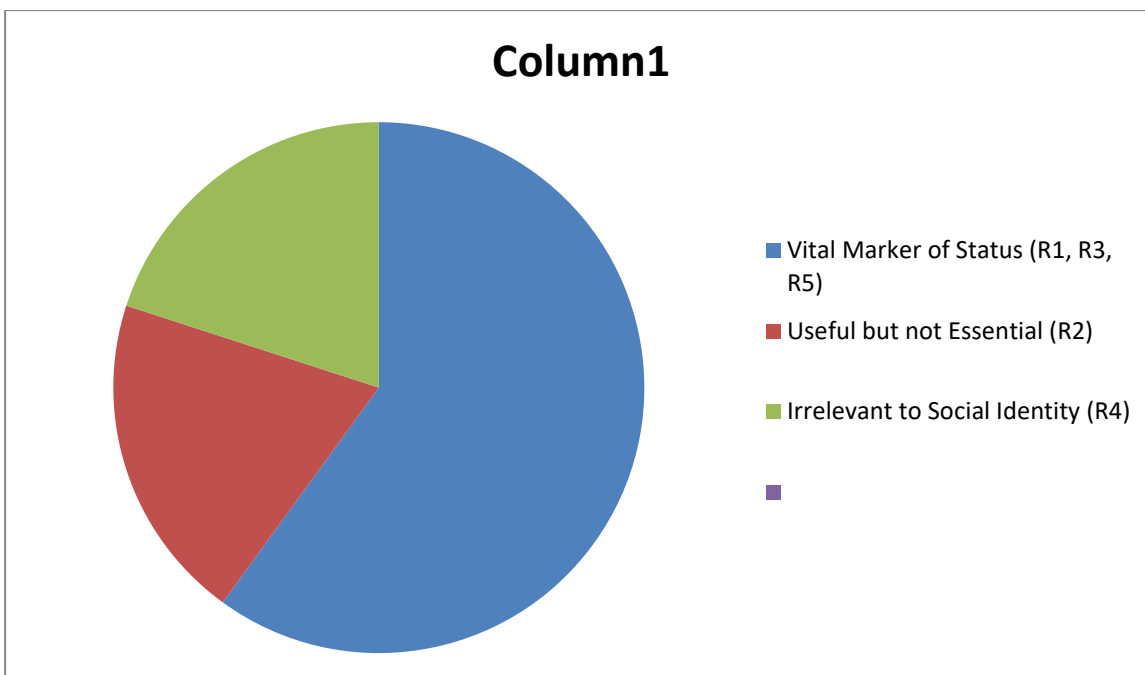
Graph 3: Introduction of New Words and Language Integration
A stacked bar graph illustrates the proportion of English words integrated into local languages for each respondent across different domains (education, business, technology, and everyday life).
Graph Description:

- Series 4
- Series 3
- Series 2
- Series 1
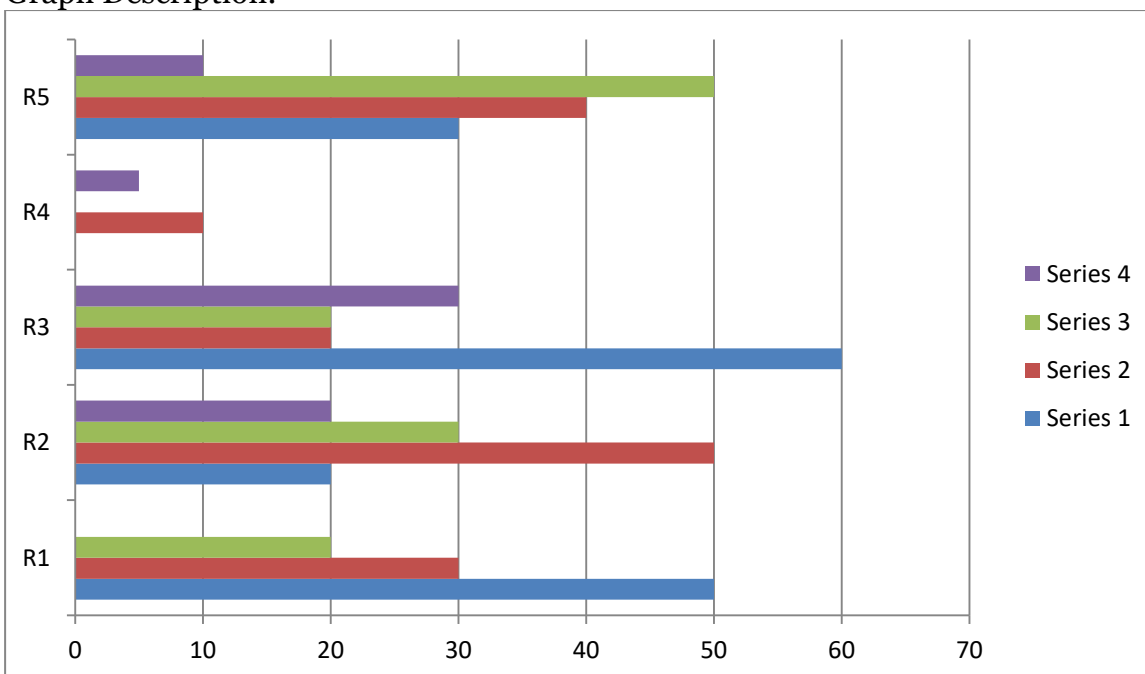
Critical Insights from Descriptive Analysis

The tables and graphs provide several key insights into the role of English in the multilingual society of Kohat:

1. Domain-Specific Language Use: English is primarily used in formal and professional contexts, particularly in education, business, and technology. This

indicates that English has become a language of necessity in these sectors, driven by globalization and technological advancement. However, local languages remain dominant in personal and informal domains.

2. Social Status and Identity: The data highlights a clear divide between respondents who view English as a marker of social status and those who see it as a functional but not essential tool. Younger, urban respondents, and those working in technical fields (R1, R3, R5), are more likely to associate English with upward social mobility, while older or rural respondents (R4) view it as irrelevant to their daily lives.

3. Code-Switching and Language Hybridization: The frequent use of English words in educational and technological contexts suggests a hybridization of languages. Respondents are engaging in code-switching, where English terms are integrated into local languages, particularly when discussing academic or technical topics. This demonstrates the flexibility of multilingual speakers in Kohat, who adapt their linguistic practices to meet the demands of different contexts.

4. Cultural and Linguistic Concerns: Respondents like R4 express concern about the increasing dominance of English, fearing that it may contribute to the erosion of local languages, particularly among younger generations. This sentiment reflects broader cultural anxieties about the impact of globalization on linguistic diversity and cultural heritage.

Thematic Analysis of Interviews

Building on the descriptive analysis of the data in section 4.2, this section presents a thematic analysis of the interviews. By synthesizing the data from the tables, graphs, and respondents' narratives, we derive multiple themes that represent the key findings of the study. All of them reveal some aspect of how English is used among the various local languages and came into the social, cultural and professional context of the people of Kohat. Incorporating these ideas into the present analysis, this thematic analysis provides essential information based on the research questions regarding the effects of English on communication, language development, and identity within a region where Urdu, Hindko, and Pushto interact with English.

Theme 1: Code-Switching as a Linguistic Strategy

Definitions and Context

Code-switching is the use of two or more languages within the same conversation floor. Kohat respondents use English and their first languages (Pushto, Hindko, Urdu) interchangeably especially when dealing with institutions of learning and at the workplace.

Examples from Respondents

Well if I am discussing a difficult point in the classroom I sometimes translate it from English to Pushto when the students do not understand the English terms. It makes the lessons more comprehensible".

R3 (Student): "In the academic settings more English is used while in casual setting, the two languages, Urdu and English are intermingled without a second thought".

Linguistic transition/switching: This is a typical language switching pattern among the respondents more so those working in the educational and the

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professional sectors. Thus, it can be regarded as the practical tool to overcome the language barrier, main problem, that appears when two or more people or groups talk about the topics that have no words in the local languages but are translated into English.

For example, R1 and R3 noted how certain informants, during a talk involving academic English terms such as 'presentation' or 'assignment', would drop into their L1 for the explanation or informal discussion.

Analysis

This theme represents multilingualism of the speakers of Kohat and how they use their whole stock of languages to be more effective in various situations. Another important aspect emerging out of the identification of code-switching is the openness of the borders between two or more languages when in operation in a multilingual community. It enables the speakers to meet the challenges of both; the formal and the informal communication, a situation which enables them to convey technical or academic information as well as keep in touch with their cultural and linguistic roots.

Theme 2: English as a Symbol of Social Mobility and Prestige

Definition and Context:

The respondents also associated the English language with social mobility, modernity and prestige. English language proficiency is an advantage to acceptability of court interlocutors both in education, qualification, employment, and social prestige especially among the youths and the professionals.

Examples from Respondents

Spontaneous use of English is highly appreciated at the university where I study – people who speak this language perfectly can freely be called outstanding. In fact it has a touch of the lording it in it: it is almost like having a status symbol. All those who aim to be successful in their academic endeavors are encouraged to speak as much English as possible".

R5 (Engineer): "As for myself, if I don't know English, there is no chance to know the latest technologies in my field. It's not just the language, it's about being in step with the world".

Analysis

English has become symbolic of social and professional capital in Kohat especially among educated interviewees and people in broad sectors like engineering or business. This particular theme has a very close correlation with the respondents' view on English as the language of this opportunity. Moreover, for the first interlocutor, such as R3, English is associated with academic achievements and social mobility; for the second interlocutor, R5, it is proficiency in a field that is saturated with technologies conveyed in English.

This theme also reflects a generational divide. Younger respondents, such as R3, view English as indispensable for climbing the social and academic ladder, while older or rural respondents like R4 (shopkeeper) perceive English as less relevant to their social identity. The association of English with social prestige contributes to its growing influence sin formal settings, even as local languages remain dominant in personal and informal interactions.

Theme 3: Hybridization of Local Languages through English Borrowing

Definition and Context:

Hybridization refers to the process by which elements of one language (in this

case, English) are incorporated into another language, creating a linguistic blend. In Kohat, English words are frequently borrowed and integrated into Pushto, Hindko, and Urdu, particularly in the domains of education, business, and technology.

Examples from Respondents:

R1 (Teacher): "We don't have a Pushto word for 'assignment,' so we just use the English word. It's become a normal part of our conversations".

R5 (Engineer): "Most of the technical terms we use, like 'software' and 'database,' are in English. Such words have become so familiar that we no longer consider them as foreign."

Analysis

This theme focuses on how local languages have become mixed as English terms become naturalised in some contexts. For instance, in the field of education Pushto or Hindko language has no such equivalents as the English words as "assignment" or "presentation." Likewise, in technical areas such as engineering the language in which the technology is being developed, English, means that terms like 'software' and 'server' have become part of common parlance. Use of English words in local languages helps to support the fact that multilingual speakers in Kohat are very dynamic. It also helps to explain why English is used in various specialized areas where local languages do not contain terms for the description of the contemporary world. This hybridization points to a broader trend of language evolution, where local languages are enriched with English terms to keep pace with globalization.

Theme 4: The Rural-Urban Divide in English Usage

Definition and Context:

The use of English varies significantly between rural and urban respondents, with those living in urban areas or engaged in professional work using English more frequently than those in rural areas, where local languages remain dominant.

Examples from Respondents:

R4 (Shopkeeper, Rural): "In my village, nobody speaks English. We use Pushto for everything. English is only used if we have to deal with tourists or someone from outside".

R2 (Businessman, Urban): "In business meetings, we switch to English if the clients prefer it, but outside of that, Hindko is what we use most of the time".

Analysis

This theme illustrates the stark contrast between English usage in rural and urban settings. In rural areas, represented by R4, English plays a minimal role in daily communication, as Pushto or other local languages fulfill the needs of the community. English is seen as foreign and irrelevant to rural life, used only in rare instances where communication with outsiders is necessary.

On the other hand, R2 who are urban and in business or professional occupations use English more often formally or with non-local clients. This is in contrast to rural areas which are apparently not so closely influenced by English as other languages are seen as the languages of the modernity and the globalized world.

Theme 5: Educational Influence of English as the Medium of Instruction

Definition and Context:

The present day extensive use of English as the medium of instruction in schools and universities in Kohat greatly influence the students' linguistic behaviour and their perceptions about English.

Examples from Respondents

R1 (Teacher): "Our textbooks are in English only so if they want to pass the exams they must learn English."

R3 (Student): "Many of our lectures and most of the course materials are in English and it is impossible to perform well academically if you are not good at English".

Analysis

Academic is a critical area in which English applies pressure; as the medium of books, assessments, and guidelines. Student and educators such as R1 and R3 believe that English is essential for good grades and that one needs to be proficient in English especially to pursue University education. This theme focuses on institution about the importance of English in contextualizing the sociolinguistic context of Kohat, in which students have to switch between English and their first languages in order to function in educational contexts.

English also plays a role in education making a language an elite language in its right by supporting the notion that English equals to intelligence and class. Nevertheless, this institutionalization of English may also bring about obstacles to learners from rural or disadvantaged background as access to improved English education is scarce to none and is therefore widening the linguistic rural-urban gap.

Findings, Discussion and Conclusion
Key Findings and Their Implications

The study showed that English serves two purposes in Kohat: it is an emblem of status and of the modernity, and it is a functional language needed for educational and occupational opportunities. English is linked with this social class, and the younger generation uses it to link them to the world trends. However, this symbolic value generates social differentiation because people who don't have English do not have the same opportunities in socio-economic life. presumably, it gives an impression that English is still desired by the society of Kohat as a language that will increase one's bargaining power in future socio-cultural relations.

Further, it came out clearly that English has a very significant pragmatic importance given that it serves as a 'filtering' language in educational and employment sectors. Another reason is that only those with good knowledge of the English language can succeed academically and get decent job offers which will make them be recognised as part of the new socio-economic elite. However, linguistic reliance on English is not helpful for community subjects as it increases inequality intensifying the struggles learners with less English language proficiency undergo, lack of jobs and education opportunities replicate social unequal difference. Another important finding of the study was concerning the effects of English on cultural identity as well as the use of the local languages. This is a clear example of participants claimed that English as a means of belonging to the global community, but local languages gave them an identity. This duality is a reflection of the process of identity construction in multilingual

societies where code switching was possible to construct both the local and the global.

Nevertheless, people in Kohat began to worry about the weakening of the local language which was in benign competition with English; especially the elders in the society; became antagonistic of English due to the perceived dangerous effect of the language on the preservation of culture and language in Kohat.An example of this which resonates with the rest of the world is how people saw English as a mean to climb the social ladder. As in many other areas, knowing English in Kohat means success in education and work. The respondents consider fluency in English as a means of standing out in the market especially in urban areas. Hence, families and individuals are putting much effort and money into going to school intent on mastering the English language so as to have a better chance of getting a well paying job or a higher social status. But all the same, the correlation between English and social mobility is not as easy as it seems.

The study gives an evidence of the fact that there are the haves and have-nots in the matter of English education. This is a big gap which is more prominent between the rural and urban people of Pakistan showing the problem of educational imbalance in the country. The trends towards the use of English as a language that determines success may even deepen social injustice through a linguistic purpose where learners who have limited chances to learn English are left behind. Code-Switching as a Social and Communicative Tool Code-switching, as pointed out in the finding of this study, is an important aspect of the sociolinguistic reality of Kohat. It is also a utility object, as people are able to change their behaviour in order to fit different situations. In the urban area, code-switching is used in the interaction between English and other languages in both formal and informal domains.

In the rural area, the switch is more likely to be in the formal domain such as education or governance. This is in concord with the observation of the interaction between English and local languages in the region. It also plays the role of a marker of identity. From the respondents' perspective, the use of English as well as the regional languages, it means that youth in Kohat wants to embrace the modern trend while at the same time embracing their cultural norms and values. All these findings therefore raise some concerns and support the hypothesis that the learning of English does not supplant local languages, but rather supplements it, making Kohat a vibrant linguistic and cultural market. Consequently, findings portrayed that English plays central part in higher education and technology advancement.

Just as is the case in most parts of Pakistan, the language used in academic discussions is English in Kohat. This fact is especially observable in disciplines Kazakh students study, which involve science, technology, and business; it is well knowing that English is the medium of instructions and the language of international research. Hence, students and the professionals of Kohat understand the importance of the English language in availing academic materials and surviving market competition. The use of English in education and technology, has its advantages and disadvantage. While it allows people to engage in the global knowledge economy, there are questions about capacity, especially where rural users may not be able to afford the high degrees of English language proficiency that might be requisite.

To overcome this it will be necessary to implement policies for English education that will help bring it to children in all kinds of situation irrespective of their location and economic status. The present study provides a complex picture of the use of English in Kohat in multilingual context.English serves as an important Medium of communication Ladder, Education and Career progression especially in larger cities.ity and as a practical tool for educational and professional advancement. English proficiency is associated with higher social status and access to global trends, especially among younger generations who use it to connect with the digital world. However, this symbolic value creates social stratification, as individuals without English proficiency feel marginalized and restricted in their socio-economic opportunities. This insight suggests that English's perceived value as a language of power and progress continues to shape societal dynamics within Kohat.

Moreover, the study found that English plays a critical functional role in education and employment, positioning it as a "gatekeeping" language in formal institutions. English proficiency is essential for academic success and professional opportunities, making it a necessary skill for socio-economic mobility. However, this reliance on English also exacerbates linguistic inequality within the community, where individuals with limited English skills face challenges in accessing education and jobs, reinforcing social divides.

The research also highlighted the impact of English on cultural identity and local language use. Participants often described a dual identity, where English connected them to global culture while local languages maintained their heritage. This duality reflects the complexities of identity formation in multilingual societies, where code-switching enables individuals to navigate both local and global contexts. Nonetheless, concerns about the erosion of local languages emerged, particularly among older generations, who feared that English's dominance might threaten linguistic diversity and cultural preservation in Kohat.

English as a Tool for Social Mobility and Prestige

The findings of this study align with global trends in which English is viewed as a tool for social mobility. In Kohat, as in many other regions, English proficiency is directly linked to educational and professional success. For many respondents, especially in urban areas, English proficiency is seen as a way to distinguish themselves in the competitive job market. As a result, families and individuals are increasingly investing in English-language education as a means of securing better career opportunities and social prestige. However, this connection between English and social mobility is not without its challenges. As the study shows, there exists a clear divide between those who have access to quality English education and those who do not. This divide is particularly pronounced between rural and urban populations, highlighting the issue of educational inequality in Pakistan. The increasing emphasis on English as the language of success may inadvertently exacerbate existing social inequalities by creating a linguistic hierarchy where those with limited access to English education are left at a disadvantage.

Code-Switching as a Social and Communicative Tool

Code-switching, as discussed in the findings, is an essential part of the sociolinguistic landscape in Kohat. It serves both a functional and social role, allowing individuals to adapt to various social contexts. In urban areas, code-

switching reflects the interaction between English and local languages in formal and informal settings, while in rural areas, the practice is more likely to occur in formal contexts, such as education or government. This duality reflects the complex interplay between English and local languages in the region. Code-switching also serves as a marker of identity. For many young people in Kohat, using English alongside local languages reflects a desire to align with modern global trends while maintaining their cultural roots. The fluidity of language use in Kohat thus suggests that English does not necessarily replace local languages but rather coexists with them, enriching the region's linguistic and cultural diversity.

The Role of English in Education and Technology

The findings also highlight the central role of English in higher education and technological advancement. In Kohat, as in many parts of Pakistan, English is the primary language of academic discourse. This is particularly evident in fields such as science, technology, and business, where English is the medium of instruction and the language of global research. As such, students and professionals in Kohat recognize the necessity of English in accessing academic resources and staying competitive in their respective fields. The reliance on English in education and technology presents both opportunities and challenges. While it enables individuals to participate in the global knowledge economy, it also raises issues of accessibility, particularly for those in rural areas who may lack the resources to attain high levels of English proficiency. Bridging this gap will require targeted policies to ensure that English education is accessible to all, regardless of geographic or socio-economic status.

The study's findings paint a multifaceted picture of the role of English in Kohat's multilingual context. English functions as a crucial tool for social mobility, education, and professional success, especially in urban areas. Still, this exposition leads to the realization that this widespread use of English has its drawbacks, especially in terms of: Someteririaity of local languages and: differential access to English education and social stratification. The differences also deepen rural and urban disparity as people in rural regions are hardly given the chance to benefit from the benefits associated with having English skills.

Recommendations for Future Research

In light of these findings, it is possible for next research to explore policy recommendations that may help to reduce linguistic disparities due to English language performance. Studying potential policy-related approaches, which might focus on both further English education and support for indigenous languages could be important to address such an equilibrium of the gains arising from English language adoption against the need to preserve cultural diversity. Furthermore, such comparative research in other parts of the Pakistan or in other multicultural societies could help to understand how other communities control globalization impact on traditional culture.

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